DOCUMENT RESUME

ED 181 953 JC 800 061

AUTHOR Platte, James P.: Mattson, Mort
TITLE An Assessment of Learning Resource Services.
INSTITUTION Lansing Community Coll., Mich.
PUB DATE 78
NOTE 17p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Business Education: Community Colleges: *Decentralization: *Junior College Libraries: Junior Colleges: Liberal Arts: Librarians: Library Circulation: *Library Collections: Library Facilities: *Library Instruction: Library Reference Services: *Library Services: Library Skills: Questionnaires: School Surveys: Student Attitudes: *User Satisfaction (Information): Vocational Education

ABSTRACT

At Lansing Community College, 413 arts and sciences, 100 business, and 81 vocational students were surveyed to determine their attitudes towards the college's three, curriculum-based Learning Resource Centers (LRC's). In particular, the study tried to assess students' attitudes toward the decentralization of learning resources by curricular division, library instruction, the LRC environment, and the quality and quantity of LRC services. The survey revealed that students preferred having library materials available in the building housing their particular division's activities and did not feel that the three separate locations created difficulty in locating library materials. Students did not indicate a need for a required course on using the library: 62% indicated that they would not take such a course if it were offered. Most students felt that the library materials were easy to use, that they had adequate library skills, and that their skills had improved through the courses they had taken. Students' overall assessment of the library environment indicated that the LRC's were pleasant for research and study, and quiet. Congestion at the circulation desk was not felt to be a major problem, and seating space and hours were felt to be satisfactory. Students were also generally satisfied with the breadth and depth of the libraries' resources and with the librarians' and library staff's assistance. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181953

AN ASSESSMENT OF LEARNING RESOURCE SERVICES

BY

JAMES P. PLATTE
MORT MATTSON

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James P. Platte

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LANSING COMMUNITY COLLEGE
LANSING, MICHIGAN

1978

JC 800 061

JAMES P. PLATTE, Dean, LRD
Lansing Community College
419 North Capitol Avenue
P. O. Box 40010
Lansing, Michigan 48901

An Assessment of Learning Resource Services

The Learning Resource survey was undertaken in Summer, 1977, to: 1) assess student attitudes toward the current decentralized approach as opposed to the more traditional centralized approach; 2) assess students' attitudes toward library instruction; 3) examine the students' overall assessment of the library environment; 4) assess the quantity and quality of Learning Resource Center services.

The sample consisted of Learning Resource Center patrons. The results indicate a student preference for the decentralized system, little demand for library skills courses, appreciation of the librarians' assistance and a positive assessment of the library environment. Relationships between the assessment data, HEGIS data on comparable libraries and the libraries' collection and circulation will also be discussed.

AN ASSESSMENT OF LEARNING RESOURCE SERVICES

Lansing Community College, situated three blocks north of the State Capitol of Michigan, is a comprehensive community college of over 19,000 students involved in over 300 vocational and transfer programs. Over 70 percent of the students attend this urban college on a part-time basis; their average age is 28. The college is organized into six divisions. Three of these divisions are curricular: Arts and Sciences, Business, and Vocational Technology. Three are service divisions: Student Personnel Services, Learning Resource Services, College Services.

Each of the curricular divisions has a fair degree of autonomy in program development and delivery, the deans reporting directly to the president as do the deans of the service divisions. Each of the curricular divisions is housed like a "university school" in its own building with a cluster of programs and services, including a learning resource center (LRC) in support of the learning and instruction in each building.

Hence, the "character" of each LRC reflects the functions and interests of the division it supports. The collection and services of all three LRC's are administered as a whole, however, and a catalog of the entire collection in each LRC reduces duplication of collection. Each LRC has certain unique services most suited to the students in that curricular building, for which other students must come over. For example, the Career Information Center, working closely with the Career Planning and Placement Center, is located in the Vocational/Technical LRC; an extensive periodical research service is offered to transfer students in the Arts and Sciences LRC, while the centers in the other buildings have mostly current periodicals. This decentralization of resources was based on a "Library College" concept of keeping resources close to those who use them the most. The attitude of the students to this applied concept was of particular interest to us in the survey.

The role of the Learning Resource Division of Lansing Community College is primarily to provide learning and instructional materials and services to students and faculty through the three learning resource centers. Its many other functions, however, include audio visual and resource services to college administration and staff, maintaining the college archives, providing administrative reference services, supporting college institutional research, coordinating college-wide professional development, and assisting science and cultural programs with a planetarium/multi-media center. The division provides its services through two departments - the Instructional Media Department and the Library Services Department, and several other offices.

The three Learning Resource Centers, managed by the Department of Library Services, offer students and faculty a collection of nearly 75,000 books, tapes, recordings, film strips, and slide sets as well as 675 magazine subscriptions and back files. Students have immediate access to audio, video, and 16mm film equipment in audio visual areas in the centers. Special interest collections include a study of children's literature in the Business LRC, the Chicano and Native American collection in the Arts and Sciences LRC, the Career Information Center of college catalogs, books, pamphlets, and microfiche in the Voc-Tech LRC, annual reports of Corporations in the Business LRC, and an extensive magazine reference center in the Arts and Sciences LRC. A library services staff made up of librarians, library technicians, and student assistants

provide circulation services, reference services, individual and group instruction in library use, courses in how to use the library, bibliographic assistance, and computer accessed inter-library loan service from Michigan university libraries and nation-wide. Other services and facilities include equipment and stations for studying, listening and viewing, AVT stations for course lab assignments, a typing room and special equipment for handicapped students. Microfilm reader/printers and photo copiers provide low cost copies. In addition to providing library services, the department directs the library media technology curriculum.

The Instructional Media Department staff provides a comprehensive audio visual service directly to faculty and indirectly to the students through the learning resource centers. Audio visual services include studio recording assistance to faculty, cassette tape and reel tape duplication, television production assistance, closed circuit television to all major classrooms, and graphic and photographic services to instruction. The software for 15 audio visual tutorial laboratories (350 carrels) are designed by the college faculty and produced by the Instructional Media Staff. (In 1974-77, 28 percent of the college's 425,000 credit hours was dependent upon some form of integrated media support, e.g. AVT or closed circuit TV, etc.) The staff also maintains all of the AVT carrels and other AV equipment throughout the campus. Planetarium programs and multi-media presentations are supported and administered by the Instructional Media staff. The department also directs curricula in photography, filmmaking, radio, television and media production.

These services are provided by 35 full-time and 25 part-time professionals, technicians and staff.

Need for Assessment

The management of a learning environment requires the coordination of people, processes, and properties; i.e. students, faculty and staff engaged in learning and support processes in a supportive physical environment with the appropriate learning resources. The management of the latter, the learning resources, toward learning objectives, requires planning, coordinating and assessment. While much has been written on the evaluation of college services in general and on library and media services in particular, library managers have not yet been given tools and techniques that they can apply routinely to assess the performance of their services. (Lancaster, 1977; Altman, DeProspo, Clark and Clark, 1976). As R. H. Orr (1973) pointed out, there are basically two questions for the measurement of library services: How good is the service? How much good does it do?

To assess whether "the properties" are supporting the "learning processes," the Learning Resource staff at Lansing Community College evaluates its services and activities by:

1. Maintaining data on resource collection, use, costs, etc.
2. Comparing these data with those of similar LRC's in the state and nation.
3. Comparing the output (data) with the stated services and administrative objectives of the division.

4. Surveying students, faculty, staff as to their satisfaction with and attitudes toward Learning Resource services.

This survey of student attitudes toward Learning Resource services was developed to gather data in response to a series of management related questions identified by the Dean of the Learning Resource Division. The objectives of the study are as follows: 1) to assess student attitudes toward the current decentralized approach as opposed to the more traditional centralized approach; 2) to assess students' attitudes toward library instruction; 3) to examine the student's overall assessment of the library environment; 4) to assess the quantity and quality of Learning Resource Center services.

Methodology

The questionnaire was designed to meet the needs of the Dean of Learning Resources. Additional items were also included to meet departmental needs of the Chairpersons of Library Services and Instructional Media. A series of items was scaled using a standard Likert scale indicating either agreement or satisfaction. For analysis purposes the scale was weighted from 5 to 1. A 5 represents a response of strongly agree or very satisfactory, a 4 - agree or satisfactory, a 3 - neutral, a 2 - disagree or unsatisfactory, and a 1 - strongly disagree or very unsatisfactory. A not applicable or no opinion option was also included. The questionnaire was administered to students in each of the three Learning Resource Centers during a five day period in late May, 1977. The sample was proportioned to approximate student usage of those Learning Resource Centers based upon data collected earlier in the year. Individual students were randomly selected for the survey by using the Learning Resource Center traffic counters (part of a security system) and a table of random numbers. These students were asked to return the questionnaire as they left the library. No attempt was made to select a sample from the entire population. The study's population was defined as the learning resource center users.

An overall return rate of 76 percent was observed. Return rates for each of the centers were as follows: 82 percent in Business, 72 percent in Arts and Sciences, and 89 percent in the Voc-Tech Center. The largest number of surveys was distributed in Arts and Sciences (413), followed by Business (100), and Vocational Technical (81).

The data were analyzed to examine responses to each of the study's objectives. The statistics employed are primarily descriptive. The data were averaged to indicate overall responses as well as to indicate differences, where appropriate among the three centers.

Results

Attitudes Toward Decentralization Versus Centralization

The returned questionnaires were analyzed to provide information related to each of the study's objectives about the attitudes of the student users of the Learning Resource Centers. On the issue of centralization vs. decentralization, students indicated a preference for having library materials available in their building (3.9) and did not feel that the three locations caused them to have difficulty locating library materials (2.8). In addition, students disagreed that one central Learning Resource Center would serve their needs (2.8).

Twenty-six percent of the students who responded indicated some form of agreement with the concept of centralization, in contrast to 72 percent of the Center's patrons who indicated some form of agreement with the decentralization concept. Only 25 percent of the students felt that the decentralized approach caused them difficulty, while 40 percent felt that decentralization was not responsible for their difficulties.

Formalized Library Instruction

The students who returned questionnaires did not indicate a need for a required course on using the college library (2.9) and a majority, 62 percent, indicated that they would not take a course in "using your library." Students indicated that the library materials at Lansing Community College were easy to use (3.9), and that they did not feel that they were poorly prepared to use the library (2.8). These students did not recognize a need for a library skills course, as 60 percent of the responding patrons indicated some form of disagreement with the need for a required course dealing with library skills.

A series of questions also dealt with the relationship between the emphasis the college's instructors placed upon library use and the students' use of the library. In general, students indicated that Lansing Community College's instructors expect students to use the library. A majority of the students, 66 percent, felt that instructors used library materials adequately in their courses. Students also felt that their library skills improved through the courses they had taken (3.6).

Library Environment

The overall assessment of the library environment indicated that the environment was pleasant for research (4.2), pleasant for studying (4.0) and quiet (3.8). Problems regarding congestion at the circulation desk were not recognized as outstanding (2.6). In addition, a high degree of satisfaction with (4.0) the current library hours as well as satisfaction with seating space (3.7) was indicated. Overall environmental differences among the three Centers were not observed although individual differences related to specific items were noted.

In particular, the data suggest that substantial differences among the three Centers occur regarding congestion at the circulation desk. Responding patrons in Arts and Sciences were bothered most by the congestion at the circulation desk, while students most closely associated with the Voc-Tech Center were bothered least by congestion.

Learning Resource Service

In general, students agreed (3.8) that the libraries have the resources which students need for their classes. Overall, satisfaction with the breadth and depth of the library resource material was high (3.6). Students also indicated a high level of satisfaction with the librarians' assistance with their research in the library (4.1), the help from the library staff (4.2) and the service at the checkout desk (4.2). Although the assistance regarding career information was well received (3.7), the data show a large "no opinion" response regarding the Career Information library service.

Overall differences among Centers regarding the quality of the collection and the librarians' role in assisting students were not observed. However, patron responses indicated that the librarians' assistance with research was most highly regarded in the Vocational Technical Center as compared to the responses of patrons associated with the other Centers.

Discussion of Implications

In summary, the data indicate a student preference for decentralization and no show of real difficulty in locating library materials with the current decentralized system. If there should be arguments against decentralization they would have to be based upon other reasons (costs, staffing problems, etc.) than student preferences. Student satisfaction with the decentralized libraries, plus the high circulation rate, seem to support the basic accessability maxim of "putting the resources where the students are."

Overall, students indicated that the library environment was pleasant. The data obtained from the assessment of learning resource services suggest that students are appreciative of the library staff's assistance in areas related to research and general learning resource center services. When these results of the learning resource study are combined with an analysis of the comparable data from the U.S. Office of Education, Higher Education General Information Survey X, Fall, 1975 we may draw other implications for further study. The HEGIS data were submitted by 2,980 academic libraries across the country, and were summarized in seven broad tables of information by institution and by state (Stanley Smith, 1977).

Using these data, we may compare the LRC's of this college with those of the six largest Michigan community colleges for Fall, 1975, as to collection size, circulation, staffing, etc. We note that the Lansing Community College libraries, having 58,027 books and software units on shelf, ranked sixth in volumes per full-time equated student (FYES). But the 1974-75 circulation transactions numbered 93,606. The circulation was 161 percent, compared to the collection size. In this comparison of circulation with size of collection, LCC rated highest of the seven colleges - the average of the other six schools being 60 percent. One might conclude the LCC libraries have a "lean" collection that circulates very well. The high rate of circulation for that size collection might be attributed to the students' satisfaction with the services as well as to the accessibility of the materials.

Because we have few learning resource centers in the state for comparable size and scope of functions and services, we selected 43 community colleges in eight states, which were comparable in size of institution and LRC staffing patterns. Of these 43 community college libraries, we especially compared ourselves to the College of DuPage, Triton College, William Rainey Harper College, and Kalamazoo Valley College (the latter is not similar in size but in service concept and staffing pattern). We noted that these learning resource centers had a comparable number of librarians as percentage of their total learning resource center staff. (They also have a high accent on library technicians and AV staff.) These "similar" community college libraries accurately reflect the uniqueness that we represent in the Michigan higher education environment. By comparison, we again observed that we have a "lean collection" that circulates very effectively. We were 30 percent above the mean in circulation, compared with the 43 libraries and the smaller subset. However, our collection size was almost 20 percent below the mean. Our staffing pattern and size, because of our unit college approach, was about 20 percent above the mean. Further analysis and study of the HEGIS data can be carried out and compared to the number of personnel and types of personnel presently used in the Learning Resource Division differentiated staffing approach. Students' satisfaction with library

environments and library staff assistance can be used to modify and/or reinforce these current patterns of staffing.

A final challenge is presented by the results of the survey in that students did not recognize a need for training in library skills. This impacts the librarians' general education objective of encouraging greater use and acceptance by students and the college of library skills. Other research (Stillerman, 1975 and Reed, 1974) confirms the suspicion that although students may perceive themselves as competent library users, librarians continue to observe that students are deficient in research skills. Obviously, any strategies for accomplishing an objective of increased library skills as part of general education should include means of making students and the college more aware of the need for improved skills.

One last curious note: Although two-thirds of the students stated that they made most frequent use of the Arts and Sciences Library at Lansing Community College, 46 percent of these students declared their major areas of study to be in technical and career areas. Although we recognize that many of the Arts and Sciences courses are "service" courses to career programs, we should make further study as to why and for what subjects students use the libraries.

What was the value of the survey? It provided to the management of learning resources some important feedback to reinforce certain areas of service and to modify its perception of other services. It provided some essential data for certain management issues. The results of the survey have been used in in-service sessions with the staff. Some of the data have given us substance for further inquiry.

REFERENCES

Altman, Ellen; Ernest R. DeProspo; Philip M. Clark, and Ellen C. Clark. A Data Gathering and Instructional Manual for Performance Measures in Public Libraries. Chicago: Celadon Press, 1976.

Lancaster, F. W. The Measurement and Evaluation of Library Services. Washington, D.C.: Information Resources Press, 1977.

Orr, R. H. "Measuring the Goodness of Library Services: A General Framework for Considering Quantitative Measures," Journal of Documentation, 29:315-332, 1973.

Reed, Jeffery G. Information - Seeking Behavior of College Students Using the Library to Do Research: A Pilot Study. ERIC Doc. ED 100 306, 1974.

Smith, Stanley V. Library Statistics of Colleges and Universities, Fall 1975 Institutional Data. National Center for Education Statistics. Washington: U.S. Government Printing Office, 1977.

Stillerman, Sophia J. Format for Library Instruction: Stated Student Preferences at a Community College. ERIC Doc. ED 115 294, June 1975.

ANALYSES BY INDIVIDUAL LIBRARY

All the LCC libraries are perceived to be generally pleasant for both research and study:

	Research	Study
OC	86%	89%
A&S	84%	81%
VT	86%	80%

Given the unit college aproach at LCC, our student patrons "prefer having library materials availablt in their building":

OC	74%
A&S	73%
VT	84%

They do not feel that one central library would better serve their library needs:

OC	58%
A&S	34%
VT	64%

The greater percentage of respondents felt they did not have difficulty locating library materials because we have three libraries:

OC	45%
A&S	40%
VT	42%

As to whether most instructors expect students to use the library to complete course requirements:

55% of the A&S students agreed.
51% of the VT students agreed.
48% of the OC students agreed.

Also note: in a related item students in OC seem less likely (60%) to have had instructors that required the use of library materials in order to perform adequately in their courses, whereas A&S was 71%, and VT was 67%. The Old Central result may be due, of course, to higher levels of mediated instruction in the Business Division - hence less need to use library materials.

APPENDIX "B"

As a part of its Continuing Review, The Learning Resources Division is interested in determining the relevancy and effectiveness of the services it is now offering to the students of Lansing Community College. You have been randomly selected to help us accurately evaluate the services. Please take a few minutes to answer the following questions. THANK YOU.

1. How many credits are you taking this term? CHECK ONE. PRELIMINARY REPORT ROUGH

   1. 1-3 4% 3. 7-9 12% 5. 13-15 27%
   2. 4-6 10% 4. 10-12 25% 6. 16 or more 17%

2. How many terms have you attended LCC? CHECK ONE.

   1. 1-3 38% 2. 4-6 26% 3. 7-9 19% 4. 10 or more 11%

3. What is your program/major area of study?

0	1	2	3	4	5	6	7	8	9
2%	3%	0%	25%	0.5%	6%	46%	4%	0%	1

4. Please indicate which of the LCC libraries you have used. CHECK ONE OR MORE.

   1. Old Central 32% 2. Arts & Sciences 49% 3. Voc-Tech 16%

5. Which of the libraries do you use MOST frequently. CHECK ONE.

   1. Old Central 18% 2. Arts & Sciences 67% 3. Voc-Tech 10%

6. The following statements refer to services rendered to LCC students by the LEARNING RESOURCES DIVISION. Please indicate whether you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) or Not Applicable (NA). PLEASE CHECK THE ONE CATEGORY WHICH BEST DESCRIBES YOUR RESPONSE TO EACH STATEMENT.

	SA	A	N	D	SD	NA
The media equipment in the audio-visual tutorial labs is in good condition.	8	43	17	3	0	23
The available classroom media equipment seemed to meet the needs of my instructors.	12	56	13	5	1	6
Most of my instructors appeared to know how to run the audio-visual equipment in the classroom.	10	54	13	9	1	7
Students feel that one central library for the LCC campus would better serve their library needs.	14	12	23	23	18	3
In general, students feel that the planetarium should be used for courses other than astronomy.	16	33	26	5	2	9
In general, the LCC libraries have the resource materials students need for their classes.	14	59	10	7	2	1
The library environment is generally pleasant for research.	22	60	6	4	2	0
The library is usually quiet.	20	52	9	8	4	1

	SA	A	N	D	SD	NA
Students prefer having library materials available in their building.	24	48	16	3	1	2
The library environment is generally pleasant for studying.	21	58	8	4	2	0
Students feel that many of the magazines in the library are too difficult to understand.	1	7	27	35	19	5
The periodical (magazine) collection appears to be neither politically biased to the left or to the right.	5	32	42	5	1	9
The library materials are easy to use at LCC.	13	68	8	3	1	2
Students are bothered by congestion at the Library Circulation Desk.	4	14	23	45	7	2
Students feel that Audio-Visual materials are easy to use at the LCC libraries.	6	42	24	5	2	15
The Librarians have helped students with their research in the library.	26	49	12	2	0	6
My library skills have improved through my classes at LCC.	15	41	24	7	3	5
Students feel that many books in the library are too difficult to understand.	2	8	30	37	14	3
Most instructors expect students to use the library to complete course requirements.	9	44	20	18	2	3
Because there are three libraries students often have difficulty locating library materials.	6	19	26	32	8	4
In general, students feel poorly prepared to use ANY library.	7	22	25	29	9	3
A course on using the college library should be required of all first year college students.	12	23	18	22	19	1

7. For each of the following library of instructional media services indicate whether you find them to be Very Satisfactory (VS), Satisfactory (S), Neutral (N), Unsatisfactory (US), Very Unsatisfactory (VU) or No Opinion (NO). CHECK THE CATEGORY that best characterizes you degree of satisfaction/dissatisfaction.

	VS	S	N	US	VU	NO
The help you have received from the library staff.	33	47	7	1	0	5
The services at the library checkout desks.	28	55	7	1	0	2
The present library hours.	24	54	5	7	2	1
The help you have received from the career information librarian in the Voc-Tech library.	11	17	24	1	1	39
The overall quality of the TV picture (audio and video) in LCC classrooms.	12	37	15	10	3	16
The operating condition of audio-visual equipment in classroom use at LCC.	10	52	14	4	1	10
The adequacy of library seating space.	14	54	10	9	4	2

	VS	S	N	US	VU	NO
The way media materials are used in the library.	10	46	18	2	1	15
The breadth and depth of resource materials in my area of interest.	11	46	16	8	4	6

Read each question below carefully. CHECK THE ONE ANSWER that best describes your response to each question.

8. In which building do you watch MOST of LCC INSTRUCTIONAL TV: CHECK ONE.

   1. Old Central 9% 2. Arts & Sciences 63% 3. Voc-Tech 7%
   4. Phys. Ed. 21%

9. A film machine that I could run myself which explained important tools in the library would be helpful.

   1. yes 56% 2. no 11% 3. don't know 25%

10. In general, my instructors use: CHECK ONE.
    1. too little audio-visual material in my class. 32%
    2. enough audio-visual material in my class. 56%
    3. too much audio-visual material in my class. 4%

11. Are you satisfied with you ability to use the card catalog to find what you need in the library?

    1. yes 81% 2. no 13%

12. Would spend more time in the library studying if additional study areas were provided?

    1. yes 58% 2. no 27% 3. don't know 25%

13. Would you use rooms specified as study areas if LCC provided them?

    1. yes 58% 2. no 16% 3. don't know 20%

14. Do you use the library photo-copy machines to copy: CHECK ONE OR MORE (79%)

    $\Sigma = N$

    1. library materials for your classes ____ 1-26%
    2. class materials from your instructor ____ 2-18%
    3. class notes ____ 3-15%
    4. materials from the library that are not related to your course ____ 4- 8%
    5. library materials for your class that you selected to supplement assigned material ____ 5- 5%
    6. do not use photo copy machines 15% 6- 1%
    7. other (specify) _____

15. Do you feel that library overdue charges are a fair way to get materials returned?
    1. yes 52% 2. no 20% 3. don't know 21%

16. Which of the following loan periods would best meet your needs as a borrower?
1. 1 week 10% 2. 2 weeks 49% 3. 3 weeks 31%
4. 1 day 0 5. Other (specify) 2%

17. Have you borrowed materials from other libraries through the LCC inter-library loan?
1. yes 8% 2. no 80%

Did this service help you?
1. yes 10%
2. no 3%

Were you aware of this service?
1. yes 15%
2. no 72%

18. During Spring Term did you find yourself using library material in order to perform adequately in your courses?
1. yes 66% 2. no 25%

If no, was it because:
1. most of my courses materials are in the lab 6%
2. the instructor provides all course materials 18%
3. using the library is frustrating 0%
4. other (specify) 2%

19. Would you tak a course in "Using Your Library"? miscellaneous:

APPENDIX "C"

STUDENT LIBRARY SURVEY

MAY/JUNE 1977

Seventeen Items of "Consensus" Greater Than 50%

Item/Question	"Positive %"	"Negative %"	"Consensus"
Library Checkout Services	+83	- 1	+82
Help From Library Staff	+80	- 1	+79
Library Materials: "Easy to Use"	+81	- 4	+77
Library: "Pleasant for Research"	+82	- 6	+76
Library: "Pleasant for Study:	+79	- 6	+73
Librarians: Helped with Research	+75	- 2	+73
Inter-Library Loan Used?	+ 8	-80	-72
Present Library Hours	+78	- 9	+69
Preference for Material in Own Building	+72	- 4	+68
Ability to Use Card Catalog	+81	-13	+68
Library has Needed Material	+73	- 9	+64
Media Equipment Meets Instructional Needs	+68	- 6	+62
Library Usually Quiet	+72	-12	+60
Condition of A-V Equipment	+62	- 5	+57
Adequacy of Library Seating	+68	-13	+55
Instructors Know How to Run A-V	+64	-10	+54
Media Material Use in Library	+56	- 3	+53

APPENDIX "D"

JULY 1, 1976 - JUNE 30, 1977 LIBRARY SERVICES STATISTICS SUMMARY

ARTS & SCIENCES LIBRARY, OLD CENTRAL & VOC-TECH LIBRARIES

& TECHNICAL SERVICES, OC 228

Circulation

		A&S	OC	VT
Open Shelf	45,058	33,839	7,965	3,254
Reserve	34,154	26,335	7,174	645
Pamphlets	1,994	1,291	98	605
AV Materials	10,770	4,282	3,462	3,046
AV Equipment	10,648	5,354	2,239	3,055
Microfilm	3,863*			
Periodicals	24,121	22,570	1,532	19
TOTALS	126,765	93,671	22,470	10,624

Photocopies	30,738			
3M Door Count	405,836	304,114	55,834	45,888

Reference

Questions	24,012	17,256	4,169	2,587
Classes	283	-	-	-
Bibliographies	37	-	-	-
Book Selection	7,954	-	-	-
Interloans (Received & Sent)	240	-	-	-
Displays	17	9	4	4

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36
MAR 7 1980